

Re-Doing SpinOff Stories (Musselwhite, 2006)

Each of the RAPS story sets has several 'easy stories', located in the Self-Selected Reading folder. Typically, these consist of the following story types:

- 1) Noun Story (e.g., Party Stuff: Balloons / cake / decorations / friends, etc.)
- 2) Verb Story (e.g., At the Party: Dancing / eating / listening / talking, etc.)
- 3) Adjective Story (e.g., Party Hair: pretty hair / braided hair / long hair, etc.)
- 4) Preposition Story (e.g., Party Places: Party at a restaurant / school / work, etc.)

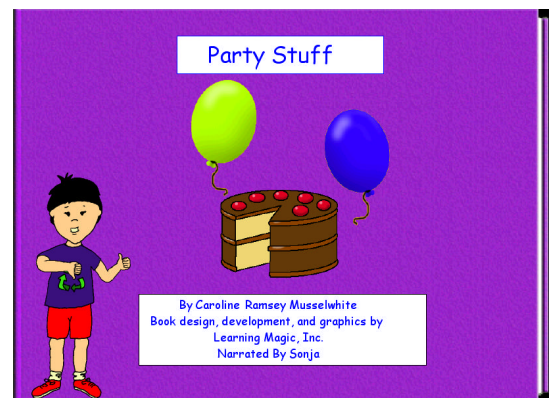
Any of these stories can be changed by slightly modifying:

- Text (e.g., adding additional items for Party Stuff; showing additional actions for At the Party)
- Graphics (using photos of items or students in your class.)

Following are two ideas:

ReDoing Party Stuff

- 1) Read the story with your students several times (ideally, both light tech AND high tech)
- 2) Help them brainstorm a variety of other items that you might find at a party. Students can use light tech sets (e.g., Print 'n Communicate) and high tech strategies (e.g., their communication devices). Accept all ideas.
- 3) As a group, vote on several items that fit into the party theme.
- 4) Work with students to illustrate these additional pages, using:
 - photos
 - drawings
 - stickers
 - BoardMaker symbols
 - tear art
 - images from the web
- 5) Add to the existing story or create your own story
- 6) Print the story, so you have a light tech version to add to the library



Party Stuff story
RAPS Suite CD # 1
(Musselwhite / Learning Magic Inc)

ReDoing Party Hair

- 1) Read the story with your students several times (ideally, both light tech AND high tech)
- 2) Help them brainstorm a variety of hair styles that they might want to include in the story. Use items from the original story, but go beyond also. Students can use light tech sets (e.g., Print 'n Communicate), magazines showing hair styles, and high tech strategies (e.g., their communication devices). Accept all ideas.
- 3) Encourage each student to choose a hair style to illustrate.
- 4) Ideally, have a fun time creating the hairstyles (e.g., green hair, Mohawk) that the students have chosen. Take their photos and use them for the book. If that is not possible, work with students to illustrate these additional pages, using:
 - drawings
 - stickers
 - BoardMaker symbols
 - tear art
 - images from the web
 - magazine photos
- 5) Add to the existing story or create your own story
- 6) Print the story, so you have a light tech version to add to the library



Party Hair story
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NOTE: These stories are all examples of 'transitional texts'. Three text types are described in the handout developed by Don Johnston Inc, titled 'Beginning Literacy Framework' (Erickson, Musselwhite, and Ziolkowski, 2002).

www.donjohnston.com/pdf/begliteracyframework.pdf

Enrichment Texts are designed to:

Develop language

Build background knowledge

Support learning concepts about print and the reading experience

Engage and develop the love of reading

Transitional Texts are designed to:

Provide an increased focus on text, rather than the language and graphics components

Support students in using the skills and strategies they developed through experiences with emergent texts and other print-based activities

Support students in developing simple word-reading strategies

Conventional Texts are designed to:

Introduce new vocabulary within controlled text

Foster word recognition and decoding skills

Remove predictability, helping students apply knowledge about sentence structure

Transitional texts are especially amenable for development as 'easy stories' and can be easily modified by and with students. Enjoy modifying these stories to support your students in their writing journeys!